

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated by the teaching staff of Scoil Náisiúnta na Scríne, in consultation with our Board of Management and our parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. As teachers, we acknowledge the importance of S.P.H.E. in our school. This policy reflects that view and has been drawn up to benefit teaching and learning in our school, to conform to principles of learning outlined in the Primary School Curriculum and to review S.P.H.E. instruction in the school.

(b) Rationale

Aspects of SPHE have been taught in Screen N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall and Relationships and Sexuality Education. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ Vision and Aims

(a) Vision:

We seek to foster the personal development, health and well-being of the individual child and to prepare pupils to contribute and play a meaningful role in their communities.

(b) Aims:

The children of Screen NS should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- to promote the personal development and well-being of the child
- to foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- to promote the health of the child and provide a foundation for healthy living in all its aspects
- to enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- to develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

- **Content of Plan**

Curriculum:

- **Strands and Strand Units:**

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: Myself, Myself and others, and Myself and the wider world.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Screen NS will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Screen NS have created this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.)</i>	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>
	<i>Taking care of my body(Jan-Feb)</i>	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
	<i>Growing and Changing (Mar-April)</i>	
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

- **Contexts for SPHE:**

SPHE will be taught in Screen N.S. through a combination of the following contexts:

- **Positive School Climate and Atmosphere**

Screen NS has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

- **Discrete time for SPHE**

SPHE is allocated ½ hour per week on each teacher's timetable in Screen NS. However, teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit.

Discretionary time will be used for SPHE as required. Teachers will ensure that pupils who are withdrawn for supplementary teaching will be included for as much of the SPHE programme as possible.

- **Integration with other subject areas and Linkage within SPHE**

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Integration will be reflected in the teacher's planning.

- ***Approaches and Methodologies:***

Screen NS believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- drama activities
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning. These approaches and methodologies will also be used:

- Talk and discussion
- Skills through content
- Collaborative learning
- Problem-solving
- Use of the environment

SPHE:

- ***Assessment:***

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Screen NS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Work samples, portfolios and projects*

Teachers will share information with each other, with parents, with children, with other professionals either informally or formally through a written report at the end of the school year. Assessment information will be reported to parents at the Parent-Teacher Meeting, in the end-of-year report, and on other occasions, if necessary.

Records will be kept by individual teachers and transferred to individual files if necessary at the end of the school year. Records will be kept in line with school policies (*cross reference Data Protection Policy*).

▪ ***Children with Different Needs:***

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Screen NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

▪ ***Equality of Participation and Access:***

Screen NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a *mixed-sex* school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Screen NS is under *Roman Catholic* school management, and we endeavour to provide for *Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language.*

Organisation:

▪ ***Policies and Programmes that support SPHE:***

<i>Policies</i>
<ul style="list-style-type: none">● Child Protection● Anti-Bullying● Relationships and Sexuality Education● Substance Use● Code of Behaviour● Enrolment● Health and Safety Statement● Healthy Eating● Internet Acceptable Usage

Programmes
<ul style="list-style-type: none">● Walk Tall● Stay Safe● RSE (<i>cross reference RSE Policy</i>).● Zippy's Friends (senior Infants – 2nd class)● Incredible Years (NEPS programme for use with individuals or groups)● Mindfulness Matters (or others like it)

- **Homework:**

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

- **Resources:**

The programmes listed above are the main resources that we use for SPHE. Each teacher is responsible for resources at each class level and will be stored centrally in the secretary's office at the end of each school year.

- **Guest Speakers:**

Guest speakers with a level of expertise will be invited to talk to the pupils in sixth class about puberty etc. Accord are our usual contact agency to facilitate these presentations. Parents will be aware of these presentations and must give written consent for pupils to attend. When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) .

- **Individual Teachers' Planning and Reporting:**

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

- **Staff Development:**

Training opportunities will be a focus point for the year 2019/2020 and this training will support an effective implementation of the SPHE programme. It will include:

- *training in the Child Abuse Prevention Programme/ Stay Safe*
- *training in the Substance Misuse programme /Walk Tall*
- *training in the Relationships and Sexuality Education programme /R.S.E.*
- *PDST Advisor support and modelling of lessons*
- *training in Zippy's Friends*
- *training for Friends for Life*
- *training for Incredible Years*

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

- **Parental Involvement:**

Parental involvement is considered an integral part to effectively implementing SPHE as Screen NS believe that SPHE is a shared responsibility. Parents are informed of the school's programme for SPHE through their parent representatives on the Board of Management; and also by written

communications from the school. There is a school information booklet and reference is made to SPHE and parents are informed when new programmes are starting in school
Parental consent for their child's participation in SPHE is acquired on the school's enrolment form.

- **Community Links:**

Screen NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, etc.

- **Ratification and Review**

This policy was first ratified by the Board in June 2003. It was reviewed in October 2016 and will continue to be reviewed in line with the following schedule:

REVIEW IN YEAR:	DATE:	SIGNATURE:
2018-2019		
2020-2021		
2022-2023		
2024-2025		
2026-2027		